

6 month reporting date 11/18/04
12 month reporting date 5/18/05
Closed 5/18/05

Bennett School District Improvement Plan/Progress Report Form

Principle 1 – General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district did not act upon a referral for a child to be evaluated.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will conduct an informal review with the person making a student referred for evaluation, review the student's school records, determine whether an evaluation is necessary, and if so, conduct a multidisciplinary evaluation upon receiving parent consent.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Upon receiving a referral, the district will meet with the referring person, review the student's records, and if it is determined that the child should be evaluated, a multidisciplinary evaluation will be completed after parent consent is received by the district.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? The district will develop a form to document all referrals and the action taken by the district.</p> <p>What data will be given to SEP to verify this objective? A copy of the document that the district will use to record the date referrals are received and the action taken will be mailed to the SEP.</p>	<p>July 1, 2004</p>	<p>Special Education Director</p>	<p>Met 11/04</p>	
<p>Please explain the data (6 month) The document used to record the date referrals are received and the action taken has been revised and a copy will be mailed to SEP.</p>				
<p>Please explain the data (12 month)</p>				

Bennett County School District Improvement/Progress Report Form

Principle 3 – Appropriate Evaluation
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The district did not consistently document parent input into the evaluation.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Parent input into the evaluation will be documented.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will document parent input into the evaluation.</p>

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district will develop a document to record parent input was received for evaluation. Should the district be unable to contact the parent after making two attempts to reevaluate a student, the document will include that information.</p> <p>What data will be given to SEP to verify this objective? A student file completed by each of the district's special education teachers and the speech/language therapist will be checked for documentation that parent input was received for the evaluation or two attempts were made to gain input. The number of the files meeting this objective will be sent to the SEP.</p>	July 1, 2004	Special Education Director, Special Education Teachers and Speech-Language Therapist	Met 11/04	
Please explain the data (6 month) Parent input is documented on the Prior Notice for Evaluation/Reevaluation. Seven files were checked and the appropriate documentation was noted on all seven files. A copy of the documentation used when the district is unable to contact the parent will be sent to the SEP.				
Please explain the data (12 month)				

Bennett County School District Improvement/Progress Report Form

Principle 3 – Appropriate Evaluation
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Functional speech/language assessments were not conducted in the district.</p>

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The therapist will assess a student's functional speech/language skills and document the information.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Functional speech/language assessments will be administered, and the student's skills will be documented.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district has scheduled a workshop on March 30th for all special education teachers and related service staff that will address functional assessment instruments, how to administer the assessments to determine student's functional skills and ways to document skill specific information.</p> <p>What data will be given to SEP to verify this objective? A list of the district's special education teachers and related service staff names indicating attendance will be sent to the SEP.</p>	March 30th, 2004	Special Education Teachers and Related Services Staff	Met 11/04	
Please explain the data (6 month) The following individuals participated in a workshop on March 30, 2004 addressing functional assessment: Joan Spears, Marlene Janis, Lynn Patton, Jurene Chief Eagle, Karmen Johnson, Merivale Waldow, Stacy Allen, Lura Usselman				
Please explain the data (12 month)				

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<p>2. What will the district do to improve? The speech/language therapist will administer functional assessment when evaluating a student.</p> <p>What data will be given to SEP to verify this objective? Three speech/language evaluations and reports will be checked for skill-based functional information. The number meeting this requirement will be sent to the SEP.</p>	<p>July 1, 2004</p>	<p>Special Education Director and Speech- Language Therapist</p>	<p>Met 11/04</p>	
<p>Please explain the data (6 month) Three files of students being evaluated by the speech/language therapist were reviewed. Three of three files indicated a functional assessment was done (speech sample).</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle 3 – Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Functional academic assessments conducted in the district were not skill specific.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district needs to analyze functional assessment information and document the specific skills the student demonstrated.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Students' specific skills from functional academic assessments will be documented to aid in the development of IEPs.</p>

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district has scheduled a workshop on March 30th for all special education teachers and related service staff that will address functional assessment instruments, how to administer the assessments to determine student's functional skills and ways to document skill specific information.</p> <p>What data will be given to SEP to verify this objective? A list of the district's special education teachers and related service staff names indicating those in attendance will be sent to the SEP.</p>	March 30th, 2004	Mary Borgman	Met 11/04	

Principle 3 – Appropriate Evaluation
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>District evaluations were not consistently comprehensive enough to identify all of a student's special education and related service needs, notably in the areas of adaptive behavior, attention and behavior/emotional development.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will conduct comprehensive evaluations to identify all of a student's special education and related service(s) needs.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>To identify all of a student's special education and related service(s) needs, a comprehensive evaluation will be conducted.</p>

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district has scheduled a workshop on March 30th for all special education teachers and related service staff that will include information pertaining to disability categories and evaluation to insure comprehensive evaluations are conducted.</p> <p>What data will be given to SEP to verify this objective? The district will send a copy of the names of all special education teachers and related service staff who attended the workshop.</p>	March 30th, 2004	Mary Borgman	Met 11/04	
Please explain the data (6 month) The following attended the workshop: Joan Spears, Marlene Janis, Lynn Patton, Jurene Chief Eagle, Karmen Johnson, Merivale Waldow, Stacy Allen, Lura Usselman				
Please explain the data (12 month)				

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Principle 3 – Appropriate Evaluation
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Prior notice and consent to parents did not address why no testing would be conducted and why the student's evaluation data would be carried forward.</p>

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will document on the prior notice and consent that parents and the IEP team agreed to carry forward previous evaluation data.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will document on the prior notice and consent when the parent and IEP team are in agreement that current evaluation(s) are not needed and previous evaluation information will be used to determine a student's eligibility.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? When a student's previous evaluation data will be used to determine eligibility, the district will indicate this on the prior notice and consent.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will check two prior notices for consent that address evaluation data being carried forward and mail the findings to the SEP.</p>	<p>July 1, 2004</p>	<p>Special Education Director</p>	<p>Met 11/04</p>	
<p>Please explain the data (6 month) Two prior notices for consent that address evaluation data being carried forward will be mailed to the SEP.</p>				
<p>Please explain the data (12 month)</p>				

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Principle 4 – Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The district did not have a list of persons who may serve as surrogate parents.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

A list will be developed and kept on file of persons who may serve as surrogate parents should the district be unable to locate the parent or guardian of a disabled child.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

A list of persons who may serve as surrogate parents will be compiled by the district and kept on file.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

1. What will the district do to improve? The district will develop a file containing a list of individuals who may serve as surrogate parent.

July 1, 2004

Special Education Director

Met 11/04

What data will be given to SEP to verify this objective? The district will develop a list of individuals who may serve as a surrogate parent. The list will be located where indicated in the district's comprehensive plan.

Please explain the data (6 month) To date two individuals have consented to serve as surrogate parents. The list will be located in Section VII, #8 of the District's Comprehensive Plan.

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Please explain the data (12 month)

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Principle 4 – Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The prior notices and consent were not found for two students' reevaluations.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will send prior notice indicating the types of assessments the district is seeking consent to administer to a student in need of a reevaluation.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a student is to be reevaluated, the district will send prior notice of consent pertaining to the types of assessments for which it is seeking consent.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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1. What will the district do to improve? The district will send prior notice/consent for all reevaluations with documentation of the types of tests to be given. What data will be given to SEP to verify this objective? A student file completed by each of the district's seven special education teachers and the speech/language therapist will be checked for prior notices/consent for reevaluation that have the types of tests to be administered. The number that meet compliance with this objective will be mailed to the SEP.	July 1, 2004	Special Education Director	Met 11/04	
Please explain the data (6 month) Seven student files completed by the district special education teachers and the speech/language therapist were checked and seven files met this objective				
Please explain the data (12 month)				

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Principle 4 – Procedural Safeguards
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>No prior notice for an IEP meeting was found for a student who was dismissed from special education services.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>A prior notice for an IEP meeting will be sent upon consideration of dismissal of a student from special education services.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will send prior notice /consent regarding the dismissal of a student from services.</p>

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When the district is considering dismissing a student from special education services, the district will send a prior notice indicating that this will be the purpose for the IEP meeting.</p> <p>What data will be given to SEP to verify this objective? The files of all students dismissed from special education and/or related services will be checked for a prior notice for the meeting that states the purpose of the meeting was to dismiss the student from special education and/or related services. The number meeting this objective will be sent to the SEP for verification.</p>	July 1, 2004	Special Education Director, Special Education Teachers and Related Services Staff	Met 11/04	
Please explain the data (6 month) To date two students have been dismissed from services by the speech/language therapist. The prior notice for the meeting states the purpose of the meeting is to dismiss the student from special education/related services.				
Please explain the data (12 month)				

Bennett County School District Improvement/Progress Report Form

Principle 5 – Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The students' present levels of performance did not consistently include parent input.</p>

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Parent input will be included on students' present levels of performance.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Parent input will be documented in the present levels of performance.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When a parent(s) attends his/her child's IEP meeting, the present levels of performance will include parent input.</p> <p>What data will be given to SEP to verify this objective? The special education director will check seven current IEP present levels of performance. The number of present levels of performance that have parent input will be sent to the SEP.</p>	July 1, 2004	Special Education Director	On going Report progress during 12 month reporting period	Met 5/18/05
Please explain the data (6 month) Six files were checked for parent input and six files contained that documentation. One teacher has not had any reviews to date.				
Please explain the data (12 month) Seven files have been checked for parent input in the Present Levels of Performance. All seven files contained parent input.				

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<p>2. What will the district do to improve? When the parent is not in attendance at an IEP meeting, it will be indicated on the present levels of performance that the parent was not available to provide input.</p> <p>What data will be given to SEP to verify this objective? All IEPs present levels of performance, when the parent was not present will be checked for a statement that the parent was not available to provide input. The SEP will receive the number of files checked and the percent of the files meeting this objective.</p>			<p>On going Report progress during 12 month reporting period</p>	<p>Met 5/18/05</p>
<p>Please explain the data (6 month) No meetings have been held without the parent present. We currently have no data to report.</p>				
<p>Please explain the data (12 month) We had one parent not present at the IEP meeting. This was noted in the Present Levels of Performance.</p>				

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Principle 5 – Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The students’ functional assessment information on the present levels of performance was not skill specific.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will write present levels of performance that are skill specific based on an analysis of the student’s functional assessment information.</p>

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will base a student's present levels of performance on skill specific functional assessment information.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When writing present levels of performance, it will be developed 100% of the time using the student's skill specific functional assessment information.</p> <p>What data will be given to SEP to verify this objective? The present levels of performance will be checked for skill specific functional assessment information in two student IEPs completed by each of the district's special education teachers and speech/language therapist. The number meeting this objective will be sent to the to the SEP.</p>	July 1, 2004	Special Education Director	On going Report progress during 12 month reporting period	Met 5/18/05
Please explain the data (6 month) Two student IEPs (14 total) completed by each of the district's special education teachers and speech/language therapist are to be reviewed. To date six IEPs have been reviewed with five of them meeting the criteria				
Please explain the data (12 month) Two IEPs completed by each of the six special education teachers and the speech/language therapist were checked for skill specific functional assessment information. All IEPs (14 total) contained skill specific information in the Present Levels of Performance. Some staff members still want to include too much information. The special education coordinator will continue to monitor this objective .				

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Principle 5 – Individualized Education Program

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Measurable annual goals and a statement of the condition, either on the annual goal or short-term objectives, were not consistently written.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Student IEPs will have measurable annual goals and a statement of the condition in the annual goal or short-term objectives.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will write student IEPs that have measurable annual goals and the condition documented in the annual goal or short-term objectives.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The district will include measurable annual goals in all student IEPs.</p> <p>What data will be given to SEP to verify this objective? A student IEP completed by each of the district's seven special education teachers and speech/language therapist will be checked for measurable annual goals. The number meeting this objective will be mailed to the SEP.</p>	<p>July 1, 2004</p>	<p>Special Education Director</p>	<p>Not Met Report progress during 12 month reporting period</p>	<p>Met 5/18/05</p>
<p>Please explain the data (6 month) Three of seven files reviewed met this objective.</p>				
<p>Please explain the data (12 month) Seven of the seven files reviewed met this objective.</p>				

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<p>2. What will the district do to improve? Student IEPs will state the condition either in the annual goal or short-term objectives.</p> <p>What data will be given to SEP to verify this objective? A student IEP completed by each of the district's special education teachers and a Speech/Language only student IEP will be checked to verify the condition is stated in the annual goal or short-term objectives. The number meeting this objective will be sent to the SEP.</p>	July 1, 2004	Special Education Director	Not Met Report progress during 12 month reporting period	Met 5/18/05
Please explain the data (6 month) Two of seven files checked met this objective.				
Please explain the data (12 month) Seven of seven files checked met this objective. For some reason this is difficult for a couple of the staff and for others it is automatic. The special education coordinator will continue to monitor this objective.				

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Principle 5 – Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>“No” was checked when the IEP team addressed whether the student’s general classroom behaviors impede learning, although the present levels of performance had documentation that the student was demonstrating problem behaviors in classes.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>When a student’s present levels of performance indicate that he/she is demonstrating a behavior(s) that impede his/her learning in the general classroom, the district will address the question on the IEP as “Yes” and document what positive intervention(s) will be used to address the behavior(s).</p>

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Behavior(s) indicated in the present levels of performance that are impeding a student's learning in the general classroom will be affirmed when the question is later presented in the IEP, and the positive behavioral interventions developed by the IEP team will be documented.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When a student is demonstrating behaviors that impede his/her learning in the general classroom, this will be documented as "Yes" on the IEP with the inclusion of positive behavioral interventions that will be implemented.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will check an IEP Consideration of Special Factors page completed by each of the district's seven special education teachers and the Speech/Language Therapist. The district will send the number that meet this objective to the SEP.</p>	July 1, 2004	Special Education Director	On going Report progress during 12 month reporting period	Met 5/18/05
Please explain the data (6 month) Currently do not have any documentation to verify this objective.				
Please explain the data (12 month) Two files were checked for each of the seven special education teachers and speech language therapist, Eight files indicated that the students behavior impeded his/her learning and positive behavioral interventions were listed. Staff is doing a much better job at addressing this component of the IEP.				

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Principle 5 – Individualized Education Program

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Transition age student IEPs consistently had "electives" written in the course of study, lacked statements of needed transition services for students by the age of sixteen or younger, if appropriate, and did not consistently address when services would be initiated and completed or the person/agency responsible for the activities.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The IEPs for transition age students will contain specific courses of study and transition services that correlate with the student's preferences, interests and needs as determined through student interview and transition assessment information that indicate the person/agency responsible and the initiation/completion dates of the activities.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Transition age student IEPs will have specific courses of study, needed transition services by the age of 16 or younger, if appropriate that are based on a student's needs, preferences and interests with the person/agency responsible and the initiation/completion date of the activity.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>What will the district do to improve? When writing transition age student IEPs, the district will document specific courses of study.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will check all IEPs of students' age 16 and older for documentation of individualized courses of study. The number of student IEPs checked and the percentage meeting this objective will be mailed to the SEP.</p>	<p>July 1, 2004</p>	<p>Special Education Director</p>	<p>Met 11/04</p>	

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Please explain the data (6 month) Files of twelve students age 16 and older were checked. Twelve of the twelve files met this objective.				
Please explain the data (12 month)				
<p>2. What will the district do to improve? Transition services based on the student needs, interests and preferences with the inclusion of the person/agency responsible and the initiation/completion dates of the activities will be addressed on all IEPs for students by the age of 16 or younger, if appropriate.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will check all the IEPs of students' age 16 and older for documentation of all the aforementioned transition areas. The SEP will be sent the number checked and the percentage that meet this objective.</p>	July 1, 2004	Special Education Director	Not Met Report progress during 12 month reporting period	Met 5/18/05
Please explain the data (6 month) Files of twelve students age 16 and older were checked. Eight of the twelve files met this objective. The item missing was the initiation date.				
Please explain the data (12 month) Files of fourteen students age 16 and older were checked. Fourteen files met this objective when appropriate.				

Bennett County School District Improvement/Progress Report Form

Principle 5 – Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>An invitation was not consistently given to a student, age of 14 or younger, to attend his/her IEP meeting.</p>

6 month reporting date 11/18/04
 12 month reporting date 5/18/05
 Closed 5/18/05

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Students', age 14 or younger, if determined appropriate by the placement committee, will be invited to his/her IEP meeting.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will invite students, age 14 or younger, will be invited to his/her IEP meeting.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When an IEP meeting is scheduled for a student, age 14 or younger, an invitation will be given to the student.</p> <p>What data will be given to SEP to verify this objective? The prior notices for IEP meetings for all students 14 years and older will be checked to ensure the student was invited to his/her meeting, and the number meeting this objective will be mailed to the SEP.</p>	July 1, 2004	Special Education Director	Not Met Report progress during 12 month reporting period	Met 5/18/05
Please explain the data (6 month) Files of 22 students age 14 and older were checked . Nineteen of the 22 students had been invited to the IEP meeting.				
Please explain the data (12 month) Files of 23 students age 14 and older were checked. In all files the Prior Notice indicates that the student was invited to the IEP meeting.				

Bennett County School District Improvement/Progress Report Form

Principle 5 – Individualized Education Program

6 month reporting date 11/18/04
 12 month reporting date 5/18/05
 Closed 5/18/05

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>A statement was not found in three student files that showed the student was informed of the transfer of rights one year before his/her 18th birthday.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>A student's IEP will contain a statement that he/she was informed, if applicable, of the transfer of his/her rights one-year before his/her 18th birthday.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The IEP will have a statement indicating a student was informed of his/her transfer of rights one year before the student's 18th birthday.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? A student's IEP will contain a statement that the student was informed of his/her transfer of rights, if applicable, one year before the student's 18th birthday.</p> <p>What data will be given to SEP to verify this objective? The IEPs of all students' who will turn 18 in one year will be checked to determine whether the student was informed of his/her transfer of rights. The number of IEPs checked for this information and the percentage meeting this objective will be sent to the SEP.</p>	<p>July 1, 2004</p>	<p>Special Education Director</p>	<p>Met 11/04</p>	

6 month reporting date 11/18/04
12 month reporting date 5/18/05
Closed 5/18/05

Please explain the data (6 month) Files of three students who will be 18 by May 2005 were checked and 3 of 3 met this objective.

Please explain the data (12 month)

Bennett County School District Improvement/Progress Report Form

Principle 6 – Least Restrictive Environment

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The majority of IEPs reviewed did not have the continuum of alternative placements "Accept/Reject" format or state why a student must be removed from the regular education classroom.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

IEPs will be written following the continuum of alternative placements "Accept/Reject" format, and the justification statement will indicate specifically why the student must be removed from the regular education classroom.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will use the continuum of alternative placements "Accept/Reject" and state why the student must be removed from the regular classroom.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

6 month reporting date 11/18/04
 12 month reporting date 5/18/05
 Closed 5/18/05

<p>1. What will the district do to improve? When writing IEPs, the district will use the "Accept/Reject" format when addressing the continuum of alternative placements.</p> <p>What data will be given to SEP to verify this objective? An IEP justification statement, written by each of the district's seven special educators and the speech/language therapist, will be checked for the "Accept/Reject" format. The district will send the SEP the number of IEPs meeting this objective.</p>	<p>July 1, 2004</p>	<p>Special Education Director</p>	<p>Not Met Report progress during 12 month reporting period</p>	<p>Met 5/18/05</p>
<p>Please explain the data (6 month) Seven files were checked including one by the speech/language therapist. Six of the seven files reviewed met the objective of having an Accept/Reject statement.</p>				
<p>Please explain the data (12 month) Seven files were checked including one by the speech/language therapist. Seven of the seven files reviewed met the objective of having an Accept/Reject statement. The special education coordinator will continue to monitor this .</p>				
<p>2. What will the district do to improve? The district will specifically state why the student must be removed from the regular education classroom.</p> <p>What data will be given to SEP to verify this objective? All IEP justification statements will be checked for statements pertaining to why the student must be removed from the regular education classroom. The number checked and the percentage meeting this objective will be sent to the SEP.</p>	<p>July 1, 2004</p>	<p>Special Education Director</p>	<p>Not Met Report progress during 12 month reporting period</p>	<p>Met 5/18/05</p>
<p>Please explain the data (6 month) Seven files were checked for the justification statement. Four of the seven files met this objective.</p>				
<p>Please explain the data (12 month) Seven files were checked for the justification statement. All seven files met this objective. The list of statements provided by the review team has been very helpful with this. The special education coordinator will continue to monitor this objective.</p>				